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ABSTRACT

Standards and guidelines for child care providers in the state of Utah are delineated in this document. Several basic needs of children are briefly described, including the need for self-esteem, freedom and exploration, guidance and discipline, love and respect, learning, relationships with others, and good nutrition. Statements of standards for meeting these needs stipulate actions caregivers are expected to perform and conditions they are expected to provide for children in their care. Guidelines offer suggestions for ways caregivers can realize the standards and meet children's needs. (RH)

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STATEMENT OF PHILOSOPHY

Because of the importance of the early years in the development of the child's capacity to learn, because of the importance of early intervention in the educational process of handicapped and disadvantaged youngsters, and because the effects of the early education of the child are felt by the school as the child enters, the State Board of Education has as one of its goals the provision of early childhood education.



AUTHORITY TO ADOPT STANDARDS & GUIDELINES

The Constitution of the State of Utah (Article X, Section 8) states: 'The general control and supervision of the Public School System shall be vested in the State Board of Education. . . ' and that (Article X, Section 2) . . . 'The public school system shall include kindergarten schools; and agricultural college; a university; and such other schools as the legislature may establish. . . ' Therefore, the State Board of Education has the authority to take a position regarding the education of children in grades K through grade 3 and other such schools (including prekindergarten) the legislature may establish.

An administrative mandate from the governor establishing the Office of Child Development and expressing concern for the education experiences of preschool children, the increased number of prekindergarten programs opening in Utah, and the need for more home-based preschool programs in Utah as a component of adult education, have hastened attention to early childhood education by the State Board of Education.

The State Superintendent of Public Instruction and the Executive Director of the Department of Social Services have signed a cooperative agreement dealing with the development of education standards and guidelines for child care providers (See Appendix).



POLICY

It is the policy of the Utah State Board of Education to provide experiences which meet the following basic needs of children and foster their development as productive, human beings.

The basic needs of children to which early childhood programs are to be directed are as follows:



THE NEED FOR SELF-ESTEEM

Children gain positive or negative feelings about themselves through their experiences and relationships with other children and adults. Children must feel loved and have opportunities to be successful in order to develop positive feelings about themselves. They need to feel accepted by others. If a child is secure, and has trust in others, the world is a good place to be and it is good to be a part of it.



THE NEED FOR FREEDOM AND EXPLORATION

There is a tremendous drive in all children to find out about the world around them. They are naturally curious and want to explore objects and places and to be with people. Children can become talking, acting, thinking human beings if adults give them the chance to explore freely, look at, touch, and try different things around them.



THE NEED FOR GUIDANCE AND DISCIPLINE

Children like to know how an adult expects them to act. They like to know what they are allowed to do and what they are not allowed to do. Rules and directions help a child feel more secure in a big and sometimes confusing world.

A child feels safe when there are adults to depend on and to guide actions so they are acceptable. A child feels safe when there is some routine to the day and there can be some assurance of the same things happening at about the same time each day. Although changes can be appropriate, a child is happier and learns more quickly when the adults, the rules, the schedule, and the environment remain quite consistent and stable.



THE NEED FOR LOVE AND RESPECT

When adults care about a child and are concerned with that child's well-being, the child feels like a worthwhile person. A child must feel loved and accepted by others and needs to be able to give love and acceptance to others. It is impossible to give a child too much genuine love. Through receiving and giving love, the child learns to understand others and tries to help others meet their needs as well.



THE NEED FOR LEARNING

Once a child feels loved and secure, the child welcomes and grows from being challenged to perform at the highest level of capacity. The child develops mainly through participating in a planned program of increasingly more difficult learning experiences. Such experiences involve both imitation and reinforcement, which occurs in close, continuing relationships with adults. Thus, the setting for learning should be designed towards helping the child develop initiative, independence, and skills, also responsibility, cooperation, and consideration for others.



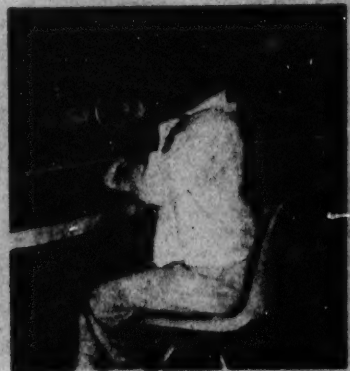
THE NEED FOR RELATIONSHIPS WITH OTHERS

Every child needs the chance to be with other children and adults. When a child plays, works, or talks with others, the child learns how to think, communicate, share, cooperate, treat others in a kind way, give attention to others, give and receive love, and make friends. The child also learns that people are different--each has different feelings, interests, and abilities and can learn from those differences. When given the chance to interact with others, the child follows the example of other children and adults and learns acceptable behavior as well as new skills. Building relationships with others will give a child a sense of belonging.



THE NEED FOR GOOD NUTRITION

A prime concern for growth and development is to do everything possible to build and sustain a healthy and well-nourished child. The adult and the child need to understand the relationships of nutrition to health, the things which influence food practices, a variety of ways to make sure nutrition needs are met, and to apply this knowledge in the development of sound food habits.





STANDARDS STATEMENT AND GUIDELINES STATEMENT

There follows standards and guidelines statements dealing with a number of essential elements in positive child growth and development.

I. Self-Esteem (Standards)

1. Children shall be treated in a positive manner and adults shall refrain from name calling, shaming, embarrassing, or threatening when working with children.
2. The child's name shall be used when talking to the child.
3. Attention shall be paid to a child when communicating. Talk on the child's level. Kneel or sit so that the adult eyes and the child's eyes are at the same level as they talk or play together.
4. An adult shall not refuse to fee, clothe, take care of, or show respect for a child even though the adult may be angry with the child.
5. At least one activity shall be provided each day for the child to use both large and small muscles. EXAMPLES:

Large Muscles

walk	roll
run	lift
jump	push
swing	pull
climb	dance

Small Muscles

bead stringing
play dough
art activities
picking up
tip-toeing
drawing

6. Something shall be said each day to each child to enhance her self-worth. EXAMPLES:

"I like you." "Thank you for helping." "I like the way you....."
"I'm glad you came today."

GUIDELINES STATEMENT FOR SELF-ESTEEM

1. Learn what is appropriate to expect of children at different ages. Don't expect more from the child than age allows. Provide opportunities for success.

2. Make a child feel important and special. Use the child's name in songs, stories, games, and when you talk to him.
3. Show a child you sincerely care and treat him lovingly. Be sure your words and actions are consistent.
4. Praise the child for what he does. Be specific. EXAMPLE:
"You got dressed all by yourself. You are learning to be very responsible."
5. Let the child do as much as she can by herself. Avoid giving help, hints, or answers except when needed.
6. Express your feelings to the child and encourage him to express his own feelings. EXAMPLE:
"I like to walk outside." "What do you like to do?"
7. Help a child overcome frustration. If he is having trouble completing a task, demonstrate an easier way.
8. Build self-awareness in a child by:
 - A. Using the child's first name,
 - B. Having mirrors for the child to look at himself,
 - C. Playing games which name parts of the body,
 - D. Taking photographs of the child and displaying them,
 - E. Tape recording the child's voice and playing it back,
 - F. Making a book of pictures and words about the child and the things he likes to do,
 - G. Tracing the hand, foot, or body outline on paper and talking about them.
9. Help a child overcome fears by listening and acknowledging his fears. Explore ways together to overcome these fears.
10. Teach a child to feed, dress, undress, wash, and toilet as well as how to do other simple tasks. Give the child responsibilities so that she feels worthwhile. Give the child a chance to help.



STANDARDS STATEMENT FOR FREEDOM AND EXPLORATION

1. The child shall be provided a chance to play and explore in a safe place that has things to look at, to play with, and to touch.
2. The child shall be supervised to insure his well-being and safety.
3. The child or children (sleeping or awake) shall not be left alone in the house or center for even a few minutes.
4. Infants and children shall not be confined in cribs, playpens, jump chairs, or walkers for longer than 30 minute intervals. (This refers to times when children are awake, not sleeping.)
5. Children shall be protected by an enclosed outdoor play space area with a fence or some other barrier.
6. Poisons and medicines shall be kept out of reach and cabinets secured.

GUIDELINES STATEMENT FOR FREEDOM AND EXPLORATION

1. Let the child ask questions. Answer his questions in simple and clear statements. EXAMPLE:

Question: "Why does it rain?"

Answer: "To make the grass grow." or
"When clouds are dark gray, they have water in them. When the clouds are full, the rain falls down."

2. Ask the child questions. Ask questions which require more than "yes" or "no" answer. EXAMPLE:

"What did you do with your friend at preschool today?" rather than, "Did you have a good time today?"

3. Show the child where to find answers to his questions instead of always giving the answer. (books, nature, experiment)
4. Give the child opportunities to watch and help. Teach simple tasks in simple steps.
5. Let the child experiment and try new activities.

6. Take advantage of the "teaching moments" each day to interact with the child and stimulate thinking and talking.
7. Let the child discover how to use a toy or accomplish a new task of time and encouragement. Avoid stepping in or volunteering too much information. EXAMPLES:

"I see that you're doing very well." "You'll figure it out."

8. Childproof the home, or at least one area, so the child is free to explore, manipulate, and imagine. (Remember that the best mothers are not necessarily the best housekeepers, but the area should be clean.)
9. Create an environment of cooperation and freedom that allows mistakes and invokes courage to try new and harder things.
10. Teach fire safety, water safety, accident prevention and the dangers of medicines and poisons.
11. Encourage cleanliness and good hygiene habits. Teach proper ways to brush teeth. Demonstrate simple first-aid practices (washing and bandaging). Stress importance of health protection through immunization, good nutrition, dressing properly, and medical check-up.



STANDARDS STATEMENT FOR GUIDANCE AND DISCIPLINE

1. When a child misbehaves, you shall explain the inappropriate action and what is acceptable. If the child continues to act out, or if discipline is necessary, use methods like removing him from the situation, taking away privileges, ignoring unacceptable behavior which the child uses to get attention, or giving the child a task to do that corrects the wrong.
2. An adult shall not use any form of physical punishment such as shaking, spanking, or hitting a child. (This applies to child care providers who have been given responsibility for the well-being of the child.)
3. The child shall not be disciplined by denying food or rest.
4. Children shall be supervised by an adult at all times to insure their well-being and safety.

GUIDELINES STATEMENT FOR GUIDANCE AND DISCIPLINE

1. State rules and directions in a positive rather than a negative way. EXAMPLES:

"We draw on the paper; the wall is not for drawing on."
rather than:

"Don't draw on the wall!"

"You may run outside but we do not run in the house."
rather than:

"Don't run in the house."

Whenever you tell a child "no", "stop it", or "don't", always follow it by giving him a suggestion of what he can do.

2. Make a few rules that are simple and clear so that the child will understand them. EXAMPLE:

"Wash your hands before you eat."

"Put away the toy you are playing with before you choose another."

"We do not hit others."

Remind the child of the rules when she forgets. Be consistent in enforcing them, otherwise the child will learn that rules are not really important to obey.

3. Tell a child how you expect her to act before you introduce her to a new activity. EXAMPLES:

"We are going to the doctor's office. We sit quietly in a room and wait until it is our turn to see the doctor. Would you like to take a book to read while we wait?"

"When we go down the slide, we take one turn and then let someone else have a turn. We wait for the person ahead of us to get off the slide and move away before we take our turn again."

4. Let the child help make some decisions like:

- A. Where to put the books,
- B. Whether to wear the green or blue shirt,
- C. What vegetable to have for dinner.

But give a child a choice only when you intend to leave the choice up to the child. EXAMPLE:

Don't say, "Do you want to come inside?", when you mean, "It's time to come in now."

If you give a child a choice or ask a question, you must respect his answer.

5. Think ahead of time about what a child might do in certain situations. Try to prevent problems from occurring.
6. Teach a child about the consequences of his actions. Explain what might happen if he behaves in a certain way. EXAMPLE:

"If you run out in the street without looking, you could get hit by a car and be hurt."

"As soon as you clean up the blocks, you can choose something else to play with."

7. Don't threaten a child. EXAMPLE:

"Put your toys on the shelf before you go outside to play."
rather than:
"Put your toys on the shelf or you can't go play."

8. Be willing to change limits and rules if the child is not able to follow them because of age, ability, or the situation. EXAMPLE:

Playtime outside is scheduled for one hour each day. One day it is chilly and some of the children do not have sweaters and want to go inside. Allow the children to play inside.

9. Teach a child how to express his feelings in appropriate ways.
EXAMPLE:

"Jenny, tell Cindy with words that you are angry; use words instead of hitting her." "Say, 'I'm angry! I don't like it when you . . .'"

10. Establish a simple routine or schedule of the day for the child so that he can learn what to expect at certain times and the order of things. EXAMPLE:

Meals come at about the same time each day.
Naptime is after lunch.
Dressing comes before breakfast.

11. Whenever rules, limits, or consequences are established, the child should be aware of these rules and the adult should follow through.



STANDARDS STATEMENT FOR LOVE AND RESPECT

1. An adult shall not label or identify a child with words such as, "dumb", "lazy", "stupid", or "bad".
2. Care and concern shall not be withheld because a child has done something the adult dislikes.
3. Each child shall be given some individual attention each day.

EXAMPLES:

Read to a child.
Ask a question and listen for the answer.
Sing a song to the child.
Tell the child something you like about him.
Play games.

GUIDELINES STATEMENT FOR LOVE AND RESPECT

1. Show acceptance and approval for the child by giving praise and encouragement to her. EXAMPLE:

"I like the way you remembered to wash your hands."
"That's great! You almost did it. Try again," or
"I like the way you try so hard. Try again."

Tell a child you are proud of him and why. A smile, pat, or hug, nod of the head also shows acceptance and approval.

2. Pay attention to the child when she talks. When we talk, with a child and notice the things she does, the child feels, loved, accepted, and secure.
3. Express appreciation for what a child does when he is being helpful or acting in an acceptable manner. If you notice what a child does right and praise him for it, he will learn to repeat this behavior.

EXAMPLE:

"Thank you for putting your toys away."

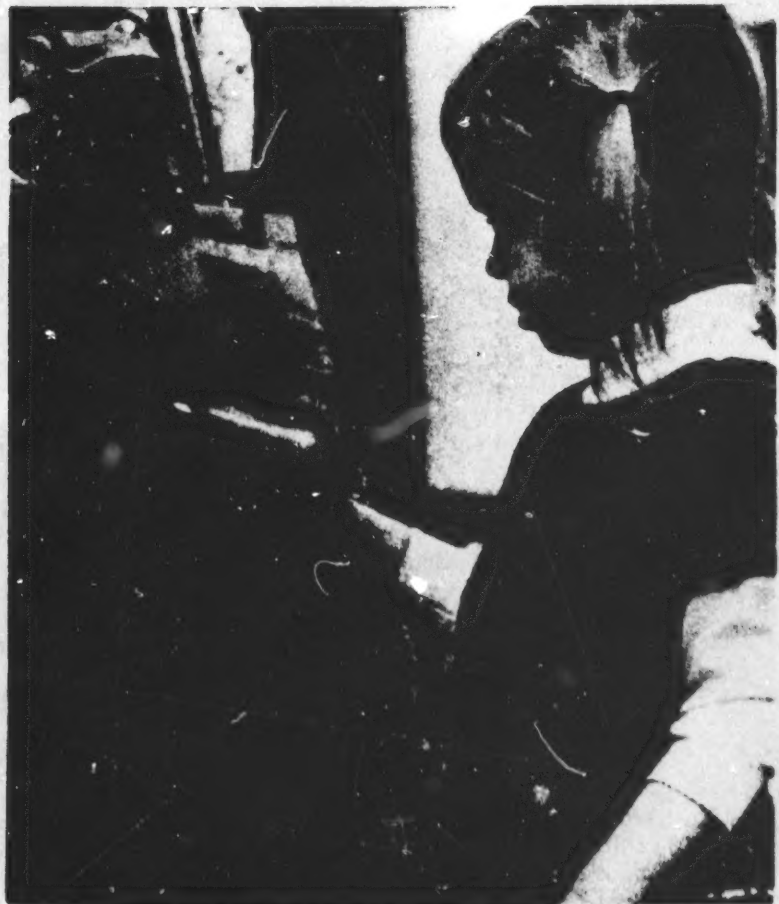
4. Avoid blaming a child when something goes wrong. Describe the problem or what happened that you did not like and work out a solution to the problem with the child. Explain what must be done to correct the situation. EXAMPLE:

"The paint is gett'ng on the table. You need to get a piece of newspaper to put under your painting."

rather than:

"You always make a mess!"

5. Give affection to a child by touching him lovingly, holding him, smiling, kissing, hugging and talking to him.
6. Show affection regularly so that the child knows he can count on your love. Do not withhold love because the child does something you don't like. Be sure the child understands what it is you don't like. Let him know you respect him.



Mass: more - less
 EXAMPLE: "How many more do you need to make three?"

Number: more - fewer
 EXAMPLE: "Which basket has fewer apples?"

Weight: light - lighter - lightest
 heavy - heavier - heaviest
 EXAMPLE: "Choose the heaviest thing."

Classification Concepts

Color: EXAMPLE: "Find something that is red."

Shape: EXAMPLE: "The shape of this object is square."
 (Start with circles, squares, triangles, and rectangles.)

Number: EXAMPLE: "Let's count how many cookies you have."

Family: EXAMPLE: "Which one is a family?"

Animals: EXAMPLE: "Find the animal."

Food: EXAMPLE: "Point to something we eat."

Varying forms of the same substance:
 EXAMPLE: "Find all of the oranges." (orange slice, whole orange, orange section)

Overlapping classifications: (a ball can be red, round, smaller than another ball)
 EXAMPLE: "Max, go stand on the small, red ball."

3. The child shall be given opportunities to talk and listen to improve language skills, to learn new words, and to build proper sentences in English and in one's own native tongue, if it is not English.
 - A. Start by noticing the language abilities of each child. Use the following levels as a guide:
 - Level 1. The child says "cookies" for "I want a cookie." He might need help in saying words that describe. (adjectives)
 - Level 2. The child says "red truck", "big ball". She needs to expand the use of words that show action. (verbs)

Level 3. The child is able to use a phrase that sounds funny like "I does it." He might need help in agreeing noun and verb like "I can do it."

Level 4. The child is able to use a simple sentence. She might need encouragement in making more complex sentences using words like "and", "but", "or", and with words like "mine", "yours", "don't".

Level 5. The child is able to use more complex sentences, but might need encouragement with words like "to", "of", and words like "over", "under", "in front of", "behind".

- B. Model language and talk to the child. Use the following ideas as a guide:

Use the sentence as the basic unit of speech. EXAMPLE: "This is a fireman's hat."

Try to include a category in the sentence. EXAMPLE: "That animal is a guinea pig."

Use words with specific meaning rather than general terms.

EXAMPLES: "Roll the ball" instead of "Roll it."

"Put the pegs on the shelf" rather than "Put them over there."

"We will go outside at 10 o'clock," instead of "Later on."

"Hold on to the railing with both hands," instead of "Be careful."

Refer to "size", "weight", "height" of an object accurately. EXAMPLE: The adult who asks a child to point to "the biggest building in the picture", when she means "the tallest building", is confusing to the child.

Give enough descriptive words to prevent confusion. EXAMPLE: "The table top is smooth; the sandpaper is rough," rather than "This is smooth" and "This is rough."

Be careful in telling how things match or do not match in matching activities. EXAMPLE: Say, "Yes, the toys are all the same color, red," rather than "Yes, the toys are all the same."

- C. Help the child learn to talk by giving positive, helpful correction. Do not give negative correction. Use a correction that starts with the child's own words and echoes or reflects it back to him. EXAMPLE: "I see your new brown shoes. They are the same color as your shirt."

Use the child's own words as a basis for letting her know she is understood. EXAMPLES: "You have a Christmas tree at your

house, too." Or a child points to an orange block and a red block and says, "Him big, him little." The caregiver can reply, "The orange block is longer than the red block, and the red block is shorter than the orange block."

- D. Help children label and name objects, experiences, and action in conversation, games, books, stories, puppets, songs, and other activities. EXAMPLE: "Tell me what this is."
"Juanita is walking on the board."
"Throw the Ball."
- E. Let the children see, feel, put together, take apart, smell, listen to, and perhaps eat the things used in a given learning game or activity to get the child to respond with a part of his body. EXAMPLE: Play a game in which the child puts her hands "in front of", "behind", and "between" her legs.
- F. Help the child say the words in a meaningful way, and help him think. EXAMPLE: If a question such as "Where is the ball?" is asked, all the different ways of saying or expressing the location of the ball should be accepted:
beside the box,
next to the box,
to the side of the box,
by the box,
in front of,
on the floor,
on the rug,
between George and the box.
- G. Talk about things that the children are interested in. Name and describe the things they see. Explain how things work in simple words, as follows:

Talk about things the child can see, hear, touch, or smell.
EXAMPLE: "Mmm! This soap smells good. It's slippery too."

Talk about what is happening at the moment.
EXAMPLE: "That big box makes a good car, doesn't it?"

Talk about what the children have done or plan to do.
EXAMPLE: "What will you buy with your nickel?"

Talk about what you have done or plan to do.
EXAMPLE: "I made you a shirt. Do you like it?"
- H. Listen to children. Listening is just as important as talking to them. Try not to be too busy to listen. If listening is impossible at the moment, say so, and tell the child there will be time later (at a specific time). Then, find the time to do so.

Let the child know he is understood. Sometimes children can't say exactly what they mean and questions must be asked to find out what they are trying to say.

Sometimes repeating what the child says and letting the child know she is being listened to and understood is good.

Let children have their own ideas and talk about them, even if the ideas are different from your own. Let them know their ideas are respected and that what they have to say is important.

When children are talking to each other, don't interrupt. If help is needed, they will ask for it. Sometimes children need to solve problems themselves.

When a child is excited or upset, it's really important to listen while he tells about it.

- I. Ask children questions. Asking questions will help understand how children feel and what they know. Answering questions helps them learn how to think and to answer others.

Ask questions that cannot be answered with just "yes" or "no."
EXAMPLE: "What did you do at the park?" rather than "Did you have a good time at the park?"

If the child doesn't understand a question, ask it again using different words. EXAMPLE: If the child doesn't understand, "Where did you put your cup?" ask, "Did you put your cup in the kitchen?"

Give children plenty of time to answer. They have to think about the question and what they're going to say.

- J. Answer the questions of children. Use words they can understand.

Answer honestly. If the answer is not known, say so. If children think grown-ups are not being honest with them, they won't trust them or have much to say to them.

Sometimes it is best just to listen. Children do not always want an answer or advice. They often just want someone to pay attention to them for a few minutes.

Encourage children to talk. Sometimes it will take effort to keep the conversation going.

Don't use baby talk or talk down to children. EXAMPLE: Say, "Do you want a drink?" not "Baby dwink?"

Explain the meaning of words a child does not understand.
EXAMPLE: "This is a jack. It will lift up the car so I can

change the tire. I can't lift the car by myself, so I use the jack."

Don't scold or correct children when they use the wrong word or mispronounce a word. Young children are still learning to talk, and they will outgrow saying things like "thoup" for "soup" or "doggie" to mean cats, dogs, and everything with four legs.

Be polite. Listen without interrupting. Say "please" and "thank you" when talking to children. Use the same courtesy with children that is used with other adults.

4. The child's ability shall be developed to solve problems himself, to learn when to ask for help and to make choices.

- A. Provide opportunities for the child to solve physical problems (problems that require the child to deal with the physical environment).

EXAMPLE: solving puzzles,
discovering two glasses of different shapes which hold the same amount of water.

- B. Help children learn to deal with problems involving feelings or emotions. Use these steps:

Use reflective listening to understand and clarify the child's feelings. EXAMPLE: "You're angry . . ."

"It seems to me that you feel . . ."

"Sounds like you feel . . ."

"You seem to be saying . . ."

Explore alternative. EXAMPLE: "Shall we look at some things you could do about this?"

Help the child choose a solution. EXAMPLE: "Which idea do you think is the best one?"

Discuss the probable results of the decision. EXAMPLE: "What do you think will happen if you do that?"

Obtain a commitment. EXAMPLE: "What have you decided to do?"
"When are you going to do this?"

Plan a time for evaluation. EXAMPLE: "How long will you do this?" or "When shall we discuss this again?"

- C. Set up an environment that encourages the child to seek solutions to her problems.

Give plenty of uninterrupted time.

Allow the child to work in her own way and discover for herself.

Allow freedom to experiment and to try her own ideas. Don't say "Let me show you how."

Allow mistakes. No negative comments.

Explain what the child has done and then, redirect. EXAMPLE: "You have chosen the red square. I want the blue square. Try again."

Give positive reinforcement. EXAMPLE: "Good, these two square are the same."

Remember: children learn more by trying than by completing.

Accept more than one method of solution.

Sometimes a verbal clue can help without giving away the solution. EXAMPLE: Patterning: The adult may point to re-occurring shapes and say, "Here is a circle, a triangle, a circle, a triangle, a circle."

D. Teach the child some specific ways for handling problems.

Physical Problem Solutions

Take away one that won't work to find one that will. EXAMPLE: Have the child identify pictures in a series. "It can't be this one, or this one, so. . ."

Guess at the answer - then change the answer as more information is given. EXAMPLE: Have the child shake the package and guess. Then feel it, lift it, and guess again each time.

Look at the relationship of parts to a whole. EXAMPLE: Have the child play a game such as "Which piece is missing?"

Interaction and Emotional Problem Solutions

Set behavioral limits for indoors and outdoors so the child learns if he acts in a certain way, he can expect a given response. EXAMPLE: "Children should walk when inside."

Approach children in a direct, straightforward manner. EXAMPLE: "We kick balls, not children."

Ask children how to solve a problem. EXAMPLE: "How can we divide the blocks so that each of you has the same amount?"

Give the child support and help in guiding him to solve his own problem.

Avoid trouble by being alert to the total situation and to individual children's needs.

GUIDELINES STATEMENT FOR LEARNING

1. Provide opportunities for the child to understand events in time such as "before", "after", "yesterday", "tomorrow".
 - A. Plan and talk with the children about the days of the week, the month, the year, holidays, special days.
 - B. Use a calendar regularly for children to see and talk about.
 - C. Benefit from many of the different media such as T.V., radio, newspaper to help children get order and understand events in time.
2. Provide opportunities for the child to manipulate a wide variety of small tools and small objects to develop small muscle control and eye-hand coordination.
 - A. The child learns and discovers her world through the five senses - seeing, hearing, touching, smelling, and tasting.
 - B. Self-correcting toys should be used whenever available.
 - C. Difficult ideas are made easier to understand through manipulative toys.
 - D. Let the child work her own way with small toys and objects. Set the stage; then let her do her own thing.
 - E. Tell the child what he is doing or has done.
 - F. Create more challenges for the child as he progresses.
3. Provide opportunities for the child to be creative with crayons, pencils, paint brushes, and other art materials.
 - A. Remember the process of creating is more important than the finished product.
 - B. Appreciate and talk about the beauties of nature with children.
 - C. Appreciate the child's creation for itself. Ask her to tell what she has done. Then, accept it.
 - D. Simple art gives a feeling of accomplishment and pleasure.
 - E. Do not use models for the child to copy.
 - F. Provide enough variety so that the child can choose to participate or not.

- G. Encourage the child's independence by letting her do as much for herself as she is capable of doing.
- H. Provide time, space, materials, and a good example.
- 4. Provide opportunities for the child to participate in a wide variety of creative experiences with books, reading, music, dance, dramatic play, and other such items.
 - A. Simple, short books should be displayed and read to children regularly. Keep them rotated to maintain interest.
 - B. Children should see their grown-ups reading regularly.
 - C. Share music of all kinds together and explore listening and participate in rhythmic and movement activities.
 - D. A dress-up box or area will encourage dramatic play and creativity.
- 5. Provide room and opportunity for large muscle, skill development, and active physical play.
 - A. Outdoor play should be supervised, but with help given only when really needed.
 - B. Allow for quiet as well as vigorous outdoor play.

Sample Preschool Schedules

- | | | |
|----|---------------|--|
| 1. | 45 min. | Free Play Time |
| | 5 min. | Clean Up Time |
| | 10 min. | Opening Activities and Story Time |
| | 15 min. | Snack Time |
| | 15 min. | Music Time |
| | 25 min. | Group Learning Experience |
| | 5 min. | Cleanup and Story Time |
| | | |
| 2. | 8:30 - 8:45 | Individual small-motor skills activity |
| | 8:45 - 9:00 | Discussion circle: |
| | | Calendar |
| | | Weather |
| | | New materials or interest centers |
| | 9:00 - 9:10 | Work/play at interest centers |
| | 9:50 - 10:10 | Evaluation, cleanup, juice |
| | 10:10 - 11:00 | Outdoor play, big-motor skills |
| | 11:00 - 11:15 | Music and rhythms, and dramatics |
| | 11:15 - 11:30 | Story |
| | 11:30 | Dismiss |

3. 30 min.

Greeting Time:

Interest table

Find name tags

Choose play activity

15 min.

Gathering Time:

Fingerplays

Songs

Learning group experience about interest
table

30 min.

Activity Playtime:

Activity about interest table

15 min.

Closing Time:

Songs

Stories



STANDARDS STATEMENT FOR RELATIONSHIPS WITH OTHERS

1. An adult shall not use baby talk when talking to young children.
2. Adults shall listen to a child when he talks to them.
3. Meaningful toys and activities shall be provided.
4. The child or children shall be given frequent opportunities to play with another child or children.
5. The child shall be given special time to be with you, as an adult; so he learns to feel comfortable around adults.

GUIDELINES STATEMENT FOR RELATIONSHIPS WITH OTHERS

1. Talk to the child. Read or do some activity together so the child knows you as a person who has an interest in his well-being.
2. Let the child help you do a simple task or watch you do something. Explain or show him how to do an activity so he learns new skills and feels you will help him to learn.
3. Talk to the child whenever you are with her. Even small babies enjoy conversation. Talk about things the child is interested in, tell her how you feel, ask and answer questions. Talking to the child will not only teach her new ideas and skills but it will help her know you care. She will learn it is a good thing to talk to and to be with others.
4. Set an example for the child. Show love, acceptance and respect for him and others. He will want to follow your example.
5. Give the child a chance to contribute to the family, class, or group either through his work or ideas.
6. Encourage a child to interact with others. He must feel confident working and playing with others before he will develop the skills of sharing, cooperating, taking turns, making friends, and showing affection for others. The child learns sharing and cooperation with age and practice.
7. Give the child an opportunity to be the leader. He will learn that sometimes he gets his own way and sometimes he does not.

8. Let the child help you make rules about play at times. EXAMPLE:
Adult: "What rule can we have so that everyone gets a turn to use the swing?"
Child: "Everyone gets one turn."
Adult: "How long should a turn be?"
Child: "A few minutes."
9. Let children solve their own problems and conflicts whenever possible. Interact if another child may be hurt. A child learns to solve his own problems better if we give help only when needed.
10. Provide a time when toys and equipment are available so that children can have meaningful play. Allow a child to choose from more than one activity. Put out only about two or three toys for each child and there will be plenty to choose from without confusing the child with too much. If possible place toys on low shelves rather than dumping them all in a box. Children can learn to put things away neatly and take care of things if they are not all mixed up in a box. Give the child time to complete her play before beginning a new activity. Give a warning before the child needs to finish and clean up. EXAMPLE:
"In about five minutes we will be doing something else so begin finishing what you are doing."

Through adult guidance, encouragement, opportunities to interact with others, and observing positive behavior in others, a child will learn social skills to help him form meaningful relationships with other children and adults.



STANDARDS STATEMENT FOR GOOD NUTRITION

1. Food shall be provided which will help meet the child's daily nutritional needs in a clean, pleasant environment.

Milk supplies most of the calcium in meals. Milk should be served at all meals and may be served as part of a snack.

The Meat or Meat Alternative Group provides protein, iron, B Vitamins, and other nutrients. A Meat or Meat Alternative must be served at lunch or supper in amounts specified by USDA standards.

The Vegetable and Fruit Group provide most of the Vitamin C and a large share of Vitamin A. A good Vitamin C source should be included every day and a good Vitamin A source should be served three times a week.

The Bread-Cereal Group provides some of B Vitamins, minerals and calories. One serving of Bread or Bread Alternate should be served with each meal.

2. Food shall be selected for meals and snacks that contribute not only to the child's nutrient needs but also to good dental health and dental education.
 - A. Do not serve sweet and sticky foods (candy, cake roll, pastries, doughnuts, sugar-coated cereals, pop, punches).
 - B. Include desserts, but make them a nutritious part of the meal -- custards, puddings, fruit, yogurt, ice cream and whole grain cookies make nutritious desserts.
3. Food shall be provided which will recognize individual and cultural differences.
 - A. Provide for special dietary needs - food allergies, digestive or other disturbances.
 - B. Let the child serve himself as much as possible to develop ability to make choices, but assure that each food component is taken.
 - C. Strengthen cultural practices and traditions found in the child's home.

- D. (Handicapped Children) Allow for difficulties in chewing or swallowing or lack of feeding skills by changing the texture or consistency of food.
- 4. An environment shall be provided which will make eating times pleasant opportunities for learning.
 - A. For young children, a mid-morning and mid-afternoon snack is recommended between meals. Plan meals and snack periods appropriately. Suggestion: Allow adequate time between meal servings.
 - B. Start with familiar foods which make the child feel comfortable and good about herself.
 - C. Offer a small amount of one new food along with a meal of familiar foods.
 - D. Introduce new foods at snack time.
 - E. Encourage the child to eat or taste each item. Food should not be used as a punishment or a reward. If a child refuses a food, it should be offered again at some future time, but the child should not be forced to eat.
 - F. Serve food in a form that is easy for the child to manage - bite-size pieces and finger foods. EXAMPLE:
 - meat: cut in bite-size pieces,
 - bread and vegetables: cut in strips,
 - fruit: cut in sections.
 - G. Allow enough time for the child to eat by encouraging a leisurely meal-time pace. Slow eaters need about 30 minutes. Restless children sometimes need to get up and move around for a few minutes; then come back.
 - H. Provide chairs, tables, and eating utensils suitable for the size and the age of the child, with special consideration for meeting the needs of children with handicapping conditions. Suggestions: Heavy-duty plastic dishes and stainless steel flatware are practical. Small flat-bottom plastic glasses or cups are easy to hold and help avoid spills. Small pitchers can be handled by children for refills. Forks should have broad, short, blunt tines. Knives with rounded tips and short handles provide necessary experience for children.
 - I. Use washable tabletops, covers, or mats for easy cleaning of spills.

GUIDELINES STATEMENT FOR GOOD NUTRITION

1. Demonstrate the relationship of nutrition to other activities and

its contribution to the goal of a well-rounded, happy child.
(physical, social, emotional, intellectual)

- A. Prepare children for foods through learning activities such as: reading stories about the food, shopping for food, helping prepare food, growing the food, seeing food grow.
- B. Explore many ways one food item may be served in different cultures. EXAMPLE: bread -- tortillas, biscuits, pita (flat bread) bagels, soda bread.
- C. Let children explore the many ways one food can be prepared. EXAMPLE: eggs -- hard-cooked, soft-cooked, fried, poached, coddled, egg salad, deviled, meringue, egg nog.
- D. Let children and adults eat together, share the same menu, and socialize in a relaxed atmosphere. Encourage interesting and pleasant table conversation.
- E. Set a good example for the children by adult attitudes toward the liking and acceptance of food served. (Good food habits are caught rather than taught.)
- F. Plan fun learning activities with the children participating, relating to meal service such as food shopping, preparation, serving, cleaning up, cooking, table decorations.
EXAMPLES:
 - Making fruit leather (food takes many forms)
 - Making carrot curls (small-muscle development)
 - Setting the table (seeing patterns)
 - Making snow ice cream (smell and taste)
 - Icing animal crackers (matching by shape)
 - Sectioning apples for snacks (learning new words: seeds, skin, core, stem whole, half, quarter, cut)
 - Boiling eggs (number concepts)
 - Pouring juice (learning word meanings: half, full, empty, pour)
- G. Plan activities to help the child learn to select and enjoy many nutritious foods, such as tasting parties, stories about foods, and other such experiences.
EXAMPLES:
 - Planning menus (learn food groups and names of foods)
 - Making butter (learning word meanings: shake, cream, cold)
 - Planting seeds (how things grow)
 - Field trips (farm, dairy, bakery)
- H. Make meal periods a regular part of the flow of the day's activities. Food-related activities can be used as a means for teaching language arts, colors, texture, arithmetic, sciences, social skills, and good health practices.
EXAMPLES:

About Round: round cracker, hamburgers, bananas (cut round), orange slices.

Color Red: apples, tomato soup, cherry tomatoes.

Count by twos: cheese cubes, two hands, two feet, two shoes, sandwich (two slices), carrot sticks (by twos), celery sticks (by twos), raisins (group by twos).

Learning by Touching: carrot (hard), applesauce (hard apple to soft sauce)

Same and Different: square and round crackers, different cereals.



DAILY CHECKLIST
FOR
CHILD CARE PROVIDERS, PRESCHOOLS, AND PARENTS

1. Did you show the child you care about him? How?
2. Did you help the child feel good about herself? How?
3. Did the child have the chance to see, hear, taste, smell, touch or experience something new today? What?
4. Did the child know what you expected of him by your setting a few rules, limits, or giving directions or explanations and examples?
5. Did the child have a special time of her own with you today?
6. Did the child learn an appropriate new skill today that will help him grow? What?
7. Did the child have the opportunity to enjoy communicating and interacting with other children and adults today?
8. Did the child have an opportunity to help make some decisions and have some choices today?
9. Did you provide nutritious meals and snacks for the child including foods from each food group? What?
10. Did you handle misbehavior or problem situations in a positive way? How? Did the experiences teach you and the child something? What?

APPENDICES



APPENDIX I

The Utah State Office of Education in cooperation with the Department of Social Services developed the following agreement on October 3, 1979:

The Utah State Office of Education will develop educational standards and guidelines for child care providers. The concepts developed will be appropriate for child care providers, family day care, preschool programs, and parents.

The educational standards and guidelines will be approved by the Utah State Office of Education and the Board of the Division of Family Services prior to being made available to the above publics.

Walter D. Talbot
State Superintendent

Anthony Mitchell
Executive Director
Department of Social Services

10/3/79

APPENDIX II

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APPENDIX III

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